

CAZON  
DE 710  
- S77

Government  
Publications

# THE PLANNING AND IMPLEMENTATION COMMISSION

UCCESS THROU G H CO - O PERATI ON"

im T. Newnham, Chairman



Robert A. L. Thomas, Executive Director

March 1987

Vol. 3, No. 3

## In This Issue:

- Sharing: Sir John A. Macdonald High School/St. Raymond High School
- Cochrane School Introduces New System
- Co-operative Education in Wellington County

## SHARING: SIR JOHN A. MACDONALD HIGH SCHOOL/ ST. RAYMOND HIGH SCHOOL

"The key is sharing." This remark by a teacher sums up the spirit in which two Ottawa schools, Sir John A. Macdonald High School and St. Raymond High School, approached their joint occupancy of the Sir John A. Macdonald building during the 1986-87 school year.

"To share" may mean "to make equal division"; but it can also mean "to give someone a part of something." The generosity implied in the latter definition is characteristic of the Sir John A. Macdonald/St. Raymond's arrangement.

Sir John A. Macdonald High School is a large and extremely well-equipped school located on the western outskirts of Ottawa. The building once accommodated 1 250 students, but partly because of overall declining enrolment and partly because the school originally drew many students from an area now served by the Carleton Board of Education, student numbers now hover around the 400 mark. At the same time, three kilometres to the east, the RCSS board's St. Raymond's, formerly a senior elementary school, is experiencing the growing pains resulting from the addition of Grades 11 and 12 to a facility originally intended for



Principals Jim Shea and Dave Harvie

Grades 7-10. Enrolment in Grades 9-12 is about 350.

The decision to locate Grades 9-12 of St. Raymond's at Sir John A. Macdonald did not become final until June 1986, so there was little time to plan for the move. However, a variety of other important preconditions for success existed. Among these was the size of the Sir John A. Macdonald building.

"It also helped," says Dave Harvie, Principal of Sir John A. Macdonald, "that sharing was no novelty for the Sir John A. Macdonald students and staff, since part of the building had previously been occupied by an adult school for

continuing education. The Sir John A. Macdonald students knew from experience that sharing could work and welcomed the opportunity to share with a group of their own age." The fact that Mr. Harvie, as a former vice-principal in charge of the adult school, came to the present situation with a very clear idea of what was needed is also highly relevant.

According to Mr. Harvie, the existing links and similarities between the two schools further smoothed the path. A number of Sir John A. Macdonald students had attended St. Raymond's up to Grade 10 or had siblings in St. Raymond's. Some staff also had experience of both schools, and the two schools had similar expectations and procedures with regard to discipline.

The outlook was hopeful, but situations that look good on paper do not always turn out well. This one did, mainly because the people involved brought to the task a commitment to make it work and a willingness to be flexible. The spirit of compromise and mutual consideration was established early - in the first meetings, in July 1986, between Mr. Harvie and Jim Shea, Principal of St. Raymond's, to discuss the needs and concerns of both parties.

The two men had never met before, but "we sort of clicked," says Mr. Shea, and it is clear the two principals have a good collegial relationship. As well, both have taken very seriously the need to provide leadership and set a positive tone from the start.

"There is something very helpful happening here," commented former Ottawa RCSSB trustee, Commissioner Frank Gilhooley, who visited the facility in the fall of 1986 with Commission Chairman William Newnham, Vice-Chairman Edmund Nelligan, and Executive Director Robert Thomas. "It is the principals at the local level who are ultimately responsible for making it work."

The most urgent matter of business was the timetable, and on this Mr. Shea, as the incoming party, made some adaptations to existing arrangements at Sir John A. Macdonald. He changed the timetable from a six-day to a four-day cycle. This was done primarily to co-ordinate the times of changing classes so that classes in session would not be disturbed by traffic noise in the corridors.

In such a large school, space allocation was relatively simple; most of the second floor of the classroom wing was assigned to St. Raymond's. A sign at the main entrance directs St. Raymond's visitors to the second floor. There are no separate entrances - students use whichever doors are most convenient.



F. Gilhooley, Commissioner

"The first day of high school is hard for anyone," Sir John A. Macdonald head girl Maryam Afshar commented, "and the St. Raymond's students had a bigger adjustment to make than we did." A number of St. Raymond's students agreed. Although they had thought going to Sir John A. Macdonald "would be great," partly because of the chance to meet new people and partly because "it's a big school with good facilities," they were also anxious about it. "We thought we would feel like intruders," one student remarked. Considerable thought went into planning the first day, and for this occasion Mr. Harvie made the auditorium exclusively available to St. Raymond's. This gave the new students a sense of stability in an unfamiliar environment.

Sir John A. Macdonald staff and students planned a "social" to welcome the new school. "We could choose to stay apart, or we could try and make it work," said Scott St. Louis, Sir John A. Macdonald head boy. This too was the philosophy behind the joint use of the cafeteria. "We wanted to have the same lunch hour," said Scott St. Louis, "so we would have some

chances to meet. We wanted to get to know the St. Raymond's kids."

This good start set a precedent for initiating and maintaining several joint activities. The Remembrance Day service is a good example. Although all support areas, including the auditorium, can be booked by each school on a first-come, first-serve basis, as November 11 approached it became apparent that both schools needed the auditorium on the same day.

Sir John A. Macdonald, which had already booked the auditorium, said, "Why not have a common activity?" A joint committee was then formed to develop a Remembrance Day ceremony that, in Mr. Shea's words, "many felt was the most impressive ever, for both schools."

Other examples of co-operation include running a joint United Way campaign and a joint lunch-hour intramural sports program. A surprisingly large number of shared activities are student-initiated. "The students make it work," says Mr. Shea.

Paradoxically, the gradual strengthening of social links between the two schools is a sign that both are confident in their own identities.

Initial fears about loss of identity, natural enough in the circumstances, appear to have been groundless. St. Raymond's faced the greater challenge of a move that meant splitting the school into two campuses: Grades 7 and 8 in the former building, and Grades 9 through 12 in Sir John A. Macdonald. The school is just beginning the process of establishing its traditions as a full-fledged high school.

Mr. Shea took a number of steps to highlight the St. Raymond's presence in its new environment, from putting St. Raymond's pennants on classroom doors to creating special St. Raymond's name buttons for use on the first day. "Identity was very high on my list of priorities. I may have been overly concerned about it."

Now he believes that the sharing has encouraged St. Raymond's staff and students to focus on what made the school unique. As a result, school spirit and sense of identity have been enhanced. St. Raymond's Senior Division students Delia Salati, Leah-Ann Kelly, Marina Hribar, and Tony D'Aviero agree. "Because we did this together, we feel very close to one another."

There has been no dilution of the religious component of education as a result of sharing. Masses for individual classes or grades are held as usual, and in the fall term six "parish days" were scheduled, so that priests from each of the parishes serving the St. Raymond's community could visit the school.

As for Sir John A. Macdonald, school spirit is stronger than ever, because of justifiable pride in the school's traditions and achievements and in spite of the fact that the school must close at the end of this academic year. There is some poignancy in the determination of staff and students to make this last year the best ever for Sir John A. Macdonald, but that commitment has enhanced their efforts to make the sharing experience a positive one.

Clearly many of the problems of joint occupancy have been faced and resolved. There are some trouble spots, however, in the physical education area.

The scheduling of regular PE programs is not the problem; although the gyms are fully booked, the space and equipment are adequate. The two PE heads - Kit Dinning of Sir John A. Macdonald and Selwyn De Souza of St. Raymond's - agree that the sharing of instruction and expertise has proved beneficial to both schools. However, real difficulties can be foreseen in extramural sports, where operating two complete sets of teams would tax athletic facilities. "Especially in winter, the double load would mean the facilities would always be needed for scheduled games, leaving little or no time for practice," explains Kit Dinning.

Both schools have given the matter a lot of thought and are still pondering possible solutions. It is as if, having faced a difficult test and passed with flying colours, they can't bear to give up until they've worked out an answer to every single question.

It is this devotion that characterizes the best sharing arrangements. When considerations of space, leadership, and planning go hand in hand with co-operation and mutual respect on the part of those involved, such efforts stand a realistic chance of achieving success.

For extra copies of  
"Success Through Co-operation"  
ISSN: 0828-3338  
telephone (416) 963-3105  
or write to the

PLANNING AND IMPLEMENTATION COMMISSION  
11th Floor, 1200 Bay Street  
Toronto, Ontario  
M5R 2A5

We welcome your comments about our newsletter "Success Through Co-operation"

# COCHRANE SCHOOL INTRODUCES NEW SYSTEM

In order to maintain programs in the face of declining enrolment, Ecole Secondaire Cochrane High School (ESCHS) has replaced timetables and classes with a more flexible, individualized system that combines tutorials, mastery learning, seminars, and independent study.

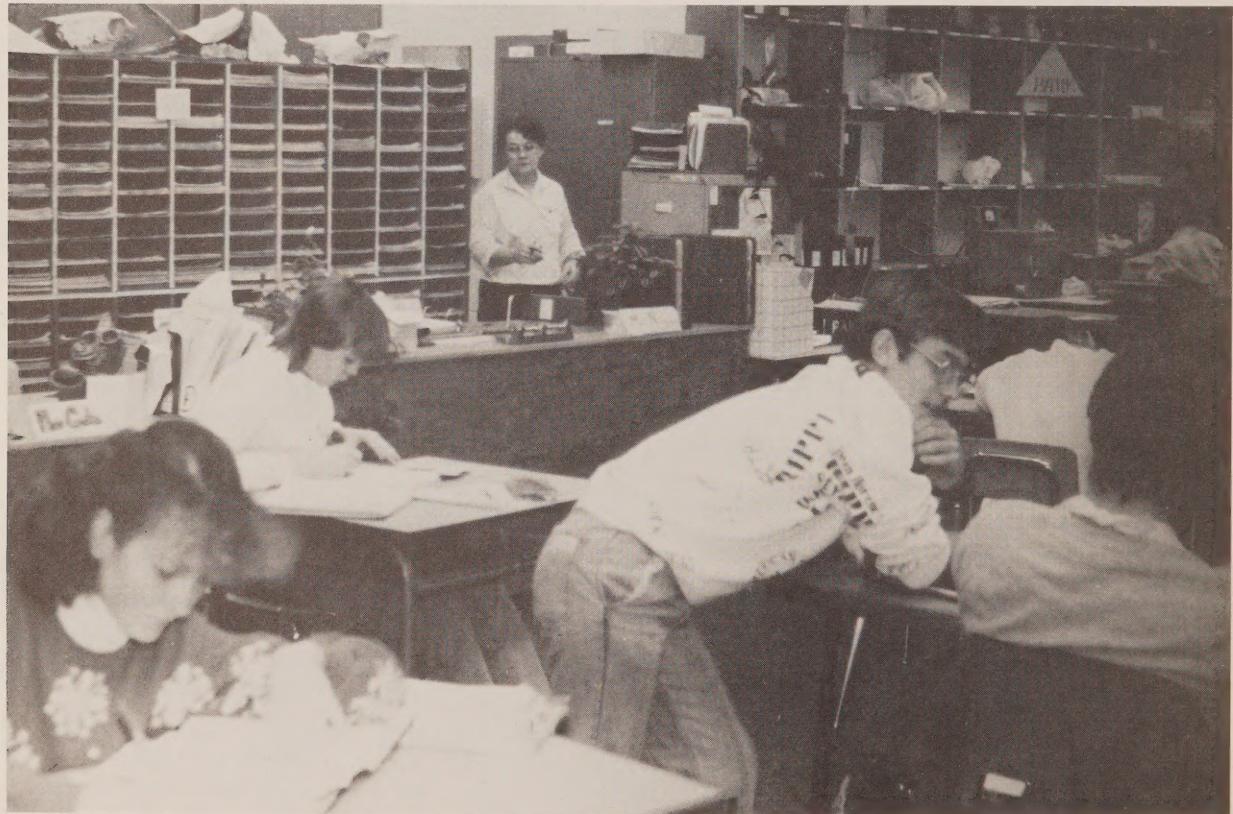
This innovative form of school organization, christened Project Excellence, is now midway through its second year. In the opinion of Principal Bill Mulligan, the project is proving its value despite the problems inevitable in so radical a break with tradition.

Instead of taking a course in class, students work on their own, with the assistance of teachers, through a sequence of 20 learning guides. They write a test on each unit when they feel ready and receive a course credit upon successful completion of all the units. Teachers are available in resource centres (remodelled classrooms) to

help students on an individual basis and to offer seminars on various course-related topics. Teachers also prepare and refine the course units, mark the tests based on them, and serve as advisers to 15 or 16 students drawn from every grade.

The project departs significantly from the customary school organization by transforming the roles of both student and teacher. It requires students to accept greater responsibility for their progress and use of time, increases teacher activity in curriculum development and student counselling, and encourages closer, more personal collaboration in the learning process than often occurs in the classroom. It also asks parents to take more responsibility for their children's progress.

In practice, as Mr. Mulligan readily admits, the necessary changes in attitude and acceptance of responsibility cannot be expected to come easily or all at once: "Many people feel that if a teacher is not standing in front of a class directing the proceedings, no learning is taking place. Well, that's simply false. The new system presents problems, but I think we're making



Groups of remodelled classrooms at ESCHS provide resource centres such as this one for art. It includes files of curriculum units and art materials, maintained by the resource centre assistant (behind counter), and workspace for the students and the teacher on duty.

great strides in dealing with them."

Raymond Michon, Director of the Cochrane-Iroquois Falls Board of Education, is enthusiastic about Project Excellence. He believes that this way of organizing a school and its learning opportunities could possibly meet the needs of all small secondary schools facing enrolment decline and the resultant deterioration of the program. "The challenge of this kind of school is the development of responsibility in students," Mr. Michon said. "Both teachers and administrators have to devote special effort to it. We are fortunate to have a staff committed to the program, the students, and the community."

#### Low Enrolment, Timetable Demands Reduce Options

ESCHS is a composite school with an enrolment of about 530 and a staff of 36 teachers, one teacher aide, and 11 resource centre assistants. It is a mixed school, about two-thirds anglophone and one-third francophone, and a high percentage of the students are bilingual. All courses are therefore offered in English and French, a feature that in the past complicated timetabling enormously. The resulting timetable conflicts, coupled with declining enrolment, greatly reduced the course options available.

"Every year we talked about dropping music, art, family studies, electricity, and other subjects," Mr. Mulligan explained. "At the same time we had to maintain our Grade 13 program, even though its enrolment had shrunk to about 25. Like other small schools, we combined a lot of courses. A classic example was the combination of nine grades and/or levels in a single music class."

As a possible solution to these problems, Mr. Mulligan suggested the individualized system employed by Calgary's Bishop Carroll High School, which developed it in 1970 as part of a large-scale experiment in school organization. Following several months of visits and consultation, the decision was made to adopt the Bishop Carroll model. From January 1985 to September 1985, the Cochrane teachers worked overtime to develop the course units. School officials and trustees met with parents and students to explain Project Excellence and smooth the way for its introduction.

The change has enabled ESCHS to retain many courses that would normally have been dropped. In the current year, according to Vice-Principal Mike Bulger, 60 per cent of the courses had an enrolment of ten or fewer students, and 50 per cent had four or fewer.

#### How Project Excellence Works

Under the new system, a student begins the day at ESCHS at 8:45 a.m. by reporting to the teacher designated as his or her adviser. Attendance checks are repeated at 1:00 p.m. and 3:15 p.m. During the day the student is expected to be in school, working on a unit in a resource centre or the library/media centre, completing a test, or taking part in a group learning session led by a teacher. Students can divide their time as they wish among one or more subjects. By the end of the year, they are strongly encouraged - but not required - to complete eight courses for credit.

Each student confers with his or her teacher-adviser for an extended period at least every two weeks. The adviser knows how many units the student has completed and what marks he or she has achieved. If progress appears slow, the adviser may talk with the parents, schedule more frequent meetings with the student, or help the student draw up a specific study plan. The adviser tries to teach the student how to learn and imposes controls only as they appear necessary.

"The teacher-adviser system is the finest of our innovations," Mr. Bulger commented. "The adviser provides continuity for a pupil from year to year and serves as a surrogate parent, connecting the school family with the family at home."

"Doing the work of the adviser presents teachers with one of their toughest challenges, but probably the most rewarding. A teacher can see the social and emotional growth in a pupil as well as the academic."

Every school course has been divided into twenty units, each of which takes five or six hours to complete. The course units are available from the various resource centres. Students are encouraged to complete 160 units a year (eight courses); over the school year that amounts to about 16 units a month or four a week.

Teachers generally spend about three hours a day in a resource centre, an hour performing their advisory role, an hour or more on curriculum development and marking, and perhaps an hour on group activities. Course units are revised regularly as new information is added and as teachers become aware of the need for improvement. Parts of units are presented in the form of audiotapes and videotapes, which are housed in the school's media centre.

All tests are kept and administered in the Testing Centre, a classroom with about 30 desks. A counter and shelves on one side of the classroom provide space for the test files and the resource centre assistant.

When a student has finished a unit, he or she goes to the centre and asks for that unit's test. The completed test is returned to the assistant, and the student is given a "green pass" to deliver to the adviser as proof of having written the test. The assistant gives the completed tests to the marker, who forwards the results to the teacher-adviser. The adviser thus has a running record of tests attempted and marks received in every subject. Students rewrite tests as required until the unit is mastered.

#### New System Greeted With Cautious Optimism

What is the general reaction to Project Excellence?

"Every week I meet with the four Cochrane trustees," Mr. Mulligan said. "I tell them what's going on in the school, they tell me what the people in town think. A lot of the reaction so far is positive, some of it is negative, and much of it is wait-and-see."

The teachers expressed enthusiasm for the system, partly because it offers appealing features, such as freedom from classroom routines, and partly because it has helped them overcome the frustrations of combining grades and levels and losing courses to enrolment decline.

Graham Black, a member of the school's English department for 11 years, said that he liked the system although it presented challenges in managing time effectively and mastering the role of teacher-adviser. He felt the system developed teachers' expertise in creating and organizing curriculum and tied professional development more closely to current teacher concerns.

Bernard Langdon-Lemieux, a teacher of Français, noted as advantages the much higher number of courses offered and the freedom students enjoyed to work at their own pace. The chief disadvantage was that student-teacher contacts were less frequent - a problem teachers were trying to solve by offering more seminars. Mr. Langdon-Lemieux felt that discipline problems had changed in that they no longer involved controlling a classroom or confronting troublesome pupils but motivating students to work.

Student opinion is more difficult to assess. While students agreed that accepting more responsibility was beneficial, those interviewed thought that the teachers' added duties reduced the amount of instructional time available and decreased student-teacher contacts. There were too few seminars for discussion purposes. Some found it hard to adjust to the absence of deadlines for tests and missed classroom interaction with students their own age.

#### Some Advantages of the New System

Some of the advantages of Project Excellence have already been described. Others mentioned by the teaching staff or administrators include the following:

- Discipline problems are fewer because the stage for so many student-teacher confrontations - the classroom - no longer exists.
- Students are made responsible for managing their own time. During the period that Project Excellence has been implemented, school attendance has jumped from an average of 65 percent to over 90 percent.
- Students don't fall behind in their studies when they are absent, nor do they have to finish a course by the end of the school year or wait until the next year to start a new course.
- Adults returning to school are able to do so more easily. About 50 to 60 adults, mostly recent drop-outs, have returned to take courses on a full-time or part-time basis.
- The professional growth of teachers is fostered, and their special strengths can be better employed.
- Without the sound of bells and the movement of classes through hallways, the school is markedly quieter than most.

Project Excellence has disadvantages as well, and some of these have been mentioned. The major one, from Mr. Mulligan's perspective, consists in the greater need for motivating the student, who no longer receives a credit simply by showing up for class and going through the motions.

"We believe that any student who tries in our system can succeed," Mr. Mulligan said. "The student who refuses to try will not succeed. Just to show you what can be achieved, however, let me tell you of a student who returned here last year after being out of school for two or three years. By January 1985 he had made up the Grade 12 subjects he lacked, and decided to press on to Grade 13. Between February and June he completed all his credits and is now attending university. Before Project Excellence, this feat would have been impossible."

# CO-OPERATIVE EDUCATION IN WELLINGTON COUNTY

The two school boards in Wellington County have reached an agreement unique in Ontario. They have created a unified approach for operating co-operative education programs for students in both systems.

This sharing arrangement, approved by the boards last summer, followed their joint - and successful - submission to the Ministry of Education's \$13 million co-operative education/transition-to-work incentive program announced in January 1986.

However, the foundation for this interboard co-operation was laid five years

ago by Guelph Collegiate and Vocational Institute, which already had a flourishing co-operative education program, and nearby Bishop MacDonell High School, then the only Roman Catholic secondary school in the city. The two principals, John Burns and Larry Kelly (who is still at Bishop MacDonell), worked out an arrangement permitting students from the Roman Catholic school to take the out-of-school component of a co-operative education course at Guelph C.V.I. Over the years, more than 150 of them have profited from this opportunity.

A co-operative education course, as defined by OSIS, consists of in-school and out-of-school components so that learning and experience are combined in an educationally beneficial way. Co-operative education has grown rapidly since its beginnings in Ontario on an experimental



Staff members of Wellington County's joint office for co-operative education. From left, standing, are Michael Tubbs, resources person from the Wellington County Board of Education; secretary Louise Rowsom; George King, consultant in charge of the office; and Reny Pietrobon, resource person from the Wellington County RCSS Board. Seated is secretary Lisa Curtis.

basis in 1969; during the current school year over 30 000 students in some 100 school boards are enrolled in courses of this kind.

#### New Centre Has Five-Member Staff

George King, formerly co-operative education co-ordinator for the Wellington County Board of Education and a leader in the field since 1974, was appointed before the funding initiative and, under the joint arrangement with the Wellington County Roman Catholic Separate School Board, serves as the co-operative education consultant. In addition to his work in his own board, Mr. King has been very active on the provincial level, serving this year as president of the Ontario Co-operative Education Association.

Assisting him in the new venture are two resource persons, Michael Tubbs from the board of education and Reny Pietrobon from the RCSS board, and two secretaries. As a guidance counsellor at Bishop Macdonell, Mr. Pietrobon helped co-operative education students make the transition to Guelph C.V.I., and is well acquainted with many of its teachers. Mr. Tubbs, a geography teacher at Guelph C.V.I. for nine years, has taught co-operative education courses in geography, music, and guidance. Both have specialist certification in guidance and co-operative education.

The joint administrative centre is currently housed in Guelph C.V.I., where Mr. King has been stationed, but will be moved next summer to a former public elementary school building in downtown Guelph.

"When the ministry announced its grant program for co-operative education," Mr. King said, "I thought - why not go for a joint proposal? Here in Guelph we had a strong, positive history of co-operation on which to build, and since co-op ed entails moving from the school into the community, we wanted to make the community aware that its school systems were working as a team.

"It just made sense to me that the strength of our two school boards working together would enable us to accomplish a great deal more in the community. The community doesn't want to be bombarded by several schools or two systems; they like to have one person make the contact for everybody and one joint liaison presents a team approach to education."

Mr. King took his idea to Doug Long, the Superintendent of Curriculum, who received it with enthusiasm. Together they met with Dr. Joe Waters, Superintendent of Program with the RCSS board, and Mr. Kelly of Bishop MacDonell, and developed a plan. With the support of both board directors, they

submitted a joint Wellington County proposal to the ministry. Following the ministry's approval, the boards opened the joint administrative centre to serve the co-operative education needs of both systems.

#### Shared Office Ensures Consistent Approach to Employers

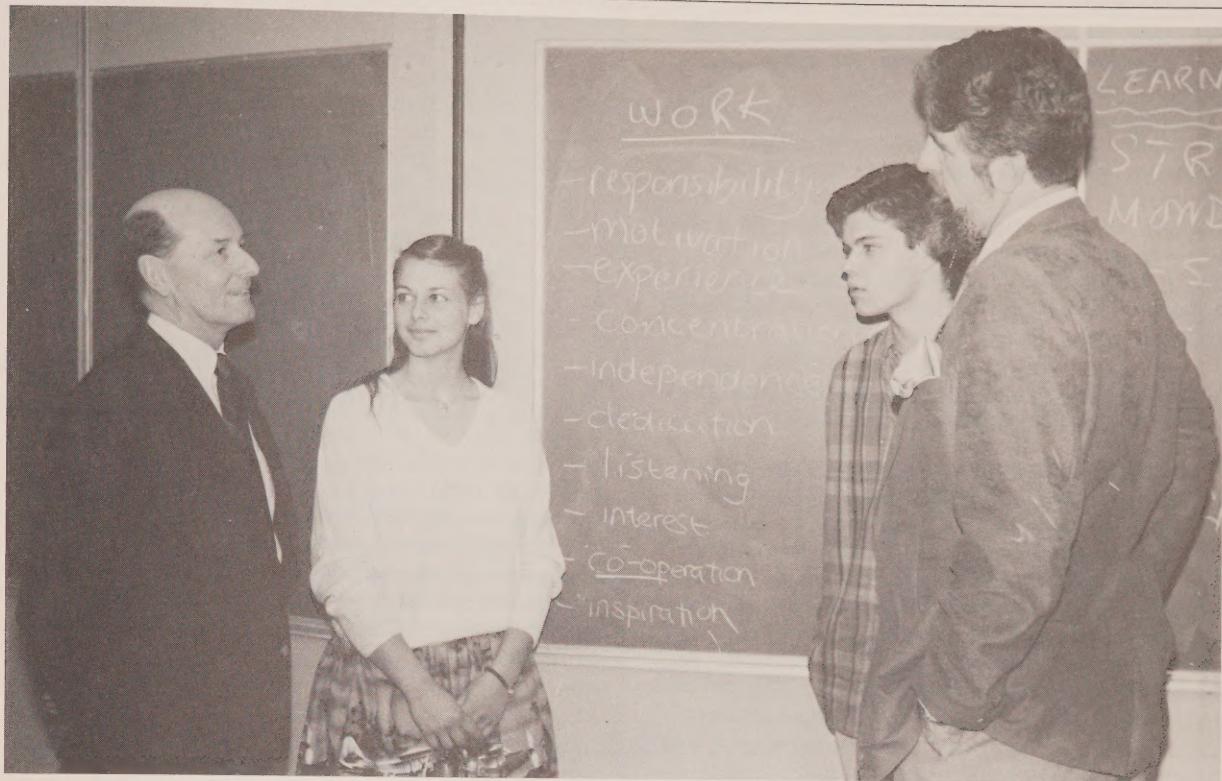
"We're not only housed in a common facility, we share all resources and we jointly organize policies, plans, and guidelines," Mr. King explained. "Our purpose is to ensure a consistent and unified approach to local employers through a common set of policies.

"Right now, we're making all of our written materials Wellington County materials, using both directors' names on our letterhead, for example. We have also begun publishing a newsletter and distributing it widely to show that the two boards are in this together."

The terms of the agreement are contained in a contract signed by both school boards, which are jointly responsible for Mr. King's salary on a pro rata basis, depending on the proportion of co-operative education students from each system. Each board pays for one resource person and shares the salary for one of the secretaries. Both resource persons work primarily within their own systems, but interact regularly throughout the two systems to ensure consistency. The consultant, Mr. King, co-ordinates policies and procedures relating to student placement in the community. He also assists with program development in the Catholic secondary schools.

Nine public secondary schools operate under the jurisdiction of the board of education. Four of them are in Guelph. Until the extension of funding to Roman Catholic secondary schools, Bishop MacDonell was the county's only Roman Catholic school offering a program from Grades 11 to 13. In the last two years two others in Guelph, Our Lady of Lourdes and St. James, have extended their programs to Grade 12. Since Wellington County students generally enrol in co-operative education at the Grade 12 level, students from the two new Roman Catholic secondary schools are now eligible.

"This year we have 30 co-op courses operating across the curriculum in seven of the county's public secondary schools," Mr. King said. "There are 65 separate school students enrolled, most of them in Guelph C.V.I., some in Centennial C.V.I. In 1987-88 we hope to extend the program to the remaining two schools in the public system and introduce co-op courses into the three



Commissioner, W.A. (Bill) Jones, left, chats at a pre-employment preparation class with students Kristine Sommerfeld and Mike Petersen, and teacher John Currie, head of co-operative education at Guelph C.V.I. The class includes students from several Guelph public and separate secondary schools.

Roman Catholic secondary schools. We also want to expand our programs in the rural parts of the county and develop a co-op program for exceptional students. This year we've introduced programs for adults and for gifted students."

#### How the Sharing Arrangement Works for Students

At the moment, Mr. King said, the movement of students is one-way, as all the separate school students come to the public secondary schools for the out-of-school component of the co-operative education program. For example, Bishop MacDonell students taking a co-operative education course in accounting attend the Grade 12 accounting course at the home school in the morning, attend Guelph C.V.I. in the afternoon for a three-week pre-employment training course, and then report to a business office half-time for 15 weeks of on-the-job experience. (Alternatively, the students could take the in-school part of the course in the first semester and the out-of-school part in the second.)

While on a placement, students are

registered at Guelph C.V.I., and return to it once every week or two for "reflective learning sessions", in which they discuss their on-the-job experiences, work on assignments, and hear guest speakers in the field of accounting. The Guelph C.V.I. teacher responsible for accounting co-op moderates these sessions and monitors and evaluates student performance on the work site.

"In addition, we offer a two-credit course called World of Work/Community Services based on the senior guidance guidelines that is all-inclusive," Mr. King explained. "Students from Bishop MacDonell take both the in-school (one afternoon a week) and out-of-school components (four afternoons) here in this school. Reny and Michael are team teaching the course this year.

"My goal, however, is a free flow of students from one system to the other. So next year we are planning to put co-op courses in place in each Roman Catholic secondary school - a business course at Our Lady of Lourdes, a physical education course at St. James, and an English one at Bishop MacDonell. We chose three areas where we

believed there are still enough available job placements to avoid encroaching on courses already established."

These courses could provide opportunities for students in the public secondary schools, Mr. King added. Since Guelph secondary schools are semestered, Guelph C.V.I. students interested in taking English co-op but unable to fit it into their timetable in the first semester may be able to take it at Bishop MacDonell in the second.

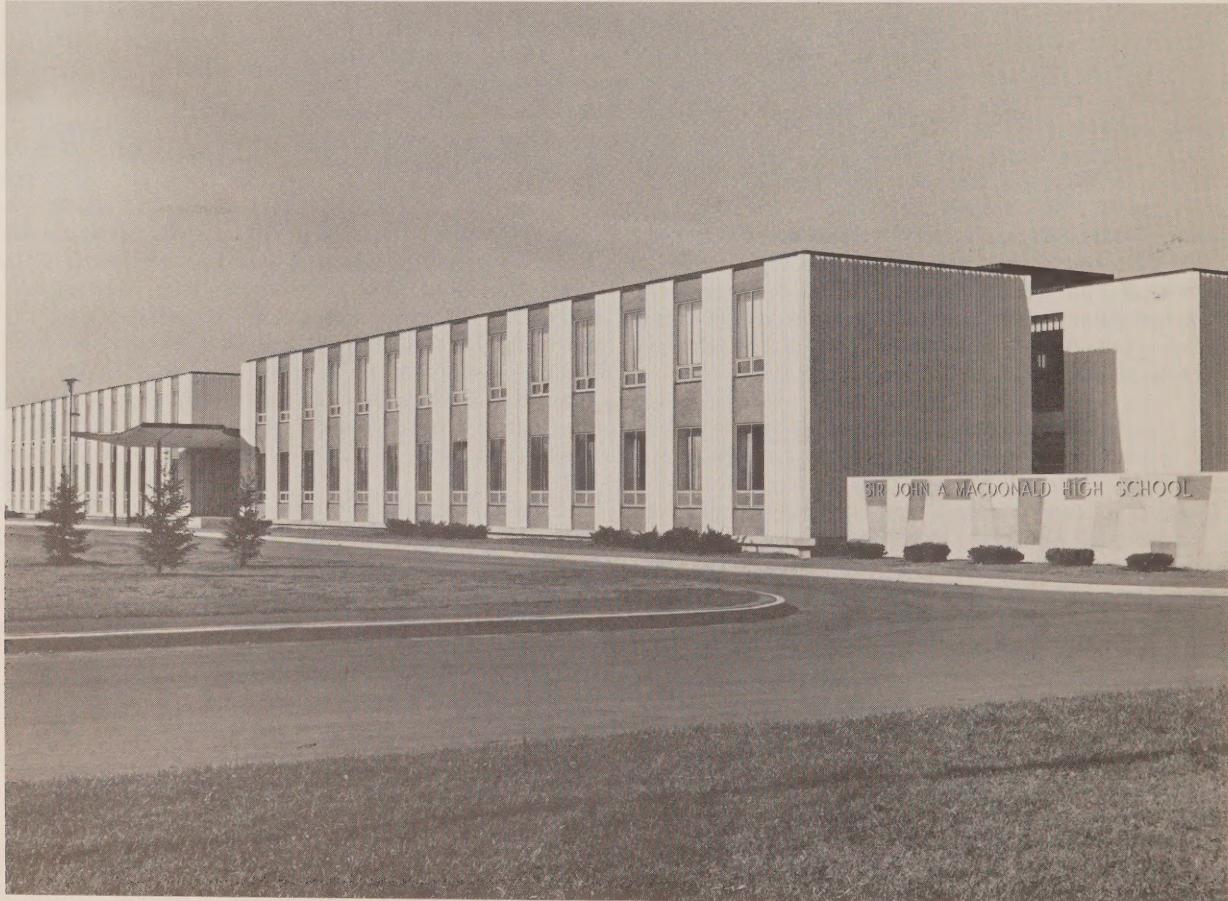
Response From Business Community  
Highly Positive

Guelph's business community has responded enthusiastically to the joint arrangement.

"Before we put the proposal in place, we contacted our local business community," Mr. King said. "I spoke to the general manager of the Guelph Chamber of Commerce, the presidents of a couple of service clubs, and other key members of the business community. Almost to a person, the response has been that this makes a lot of sense."

Guelph C.V.I. has the largest co-operative education program of any high school in Ontario (257 students registered across the curriculum this year - about 67 per cent of the September Grade 12 enrolment). In Wellington County generally, more than 400 employers are currently participating in co-operative education courses. Mr. King and his colleagues have made numerous presentations throughout the province at major conferences and school board professional development workshops.

The Wellington County arrangement has drawn considerable attention from both the Ministry of Education and other school boards in the province. Last October, education officers from all six ministry regional offices, as well as from the Curriculum Branch, visited Guelph to examine the co-operative education program. In addition, representatives from some 20 boards of education have visited the county to learn about its policies and procedures in this area.



Sir John A. Macdonald High School, Ottawa  
(Ecole secondaire Sir-John-A.-Macdonald, Ottawa)

La réussite répose sur La coopération

Pour d'autres exemplaires de  
ISSN : 0828-3338  
téléphonez à (416) 963-3105  
ou écrivez à  
LA COMMISSION DE PLANIFICATION  
ET DE MISÉ EN ŒUVRE  
11e étage, 1200 rue Bay  
Toronto (Ontario)  
M5R 2A5

Nous invitons vos commentaires sur  
notre bulletin

La réussite répose sur La coopération"

W. A. (Bill) Jones, commissaire, (à gauche) s'entretenant lors d'un cours sur la préparation à l'emploi, avec les étudiants Kristine Sommerfeld et Mike Petersen, et à l'enseignant chef de l'éducation coopérative au C.V.I. de Guelph, John Gurrite. Cette classe est constituée d'étudiants provenant de plusieurs écoles secondaires des comtés publics et



Le monde des affiliés de Guelpa a réagi à l'agitation très enthousiaste à cette entrevue. "Avant de soumettre notre proposition, nous en avons parlé aux entreprises de La région, déclare M. King. J'ai parlé au directeur général de la Chambre de Commerce de Guelpa, aux présidents de quelques clubs philatéropiques, ainsi qu'à d'autres membres des mandes des affiliés. Presque tous ont repondu que c'était très raisonnable." Le Guelpa Collégiate and Vocalization Institute a également importé un programme d'éducation coopérative en Ontario au palier secondaire et, dans l'ensemble du comté de Wellington, plus de 400 employeurs

## La part du monde des affaires

dommages ou nous crions qu'il est toujours possible de trouver des postes sans avoir à empêcher sur des cours déjà établis. Ces cours pourraient être offerts aux élèves des écoles secondaires publiques, a ajouté M. King. Etant donné que les écoles secondaires de Guéulph ont divisé leur programme en semestres, les élèves du Collège gâté and Vocational Institute qui destinent suivre des cours d'éducation coopérative d'anglais, mais ne peuvent le faire à cause de leur horaire au cours du premier semestre, pourront suivre ces cours à l'école Bishop Macdonell au cours du deuxième semestre.

“Mon but, cependant, est de favoriser le passage des élèves d’un système à l’autre. Par conséquent, l’amee prochaine, nous amènerons offrir des cours d’édducation coopérative dans chacune des écoles secondaires catholiques, soit un cours sur certains sujets et un autre sur d’autres.

En outre, nous offrons un cours de deux crédits intitulé World of Work/Community services (monde du travail/services). Deux communautaires) base sur le programme-cadre en orientation au cycle supérieur qui comprend tout, nous explique M. King. Les élèves de l'école Bishop Macdonell suivent ces cours de la composition scolaire (un apprêts-midi par semaine) et remplissent les conditions de la composition extra-scolaire (quatre après-midi) à cette école-ci. Reny est Michæl enseignant ce cours en équipe

de travaille. (ou une expérience en milieu de travail). La composition de l'école et remettre à l'emploi les conditions de la carrière extra-scolaire pendant un second. Pendant son stage en milieu de travail, l'élève est inscrit à l'université et doit y retourner une fois par semaine ou toutes les deux semaines pour participer à des réunions au cours desquelles les élèves discutent de leur expérience au travail, font les travaux conférences données par des invités qui leur sont imposées et assistent à des séminaires organisés par des étudiants. Les étudiants au travail apprennent à faire face à diverses situations au travail et développent leurs compétences dans le domaine de leur spécialité. L'enseignement du Guelp'h collégiate et Vocatational Institute et de l'Institut national des sciences et techniques (INT) sont également offerts aux étudiants. Ces deux établissements sont financés par le gouvernement fédéral et provincial et sont administrés par des conseils d'administration élus par les étudiants. Les deux établissements sont financés par le gouvernement fédéral et provincial et sont administrés par des conseils d'administration élus par les étudiants.

mouvement des élèves est à sens unique, et l'école de la ville de Québec, qui a été fondée en 1868, a été établie dans le quartier Sainte-Foy. Les élèves des écoles catholiques se rendent dans des écoles secondaires pour une composition extra-scolaire de leurs cours d'éducation. Si, par exemple, un élève de l'école Bishop Macdonell désire suivre un cours d'éducation coopérative en compétibilité, il suivra le cours de compétibilité de 12 ansse dans sa propre école Le Martin. Ensuite, pendant trois semaines, il ira, l'après-midi, au Guelph College pour suivre les cours de l'école secondaire et préparer à l'examen final. Pendant ce temps, il travaille dans un bureau à bureaux pour acquérir de l'expérience dans un cours préparatoire avant d'aller à l'université, suivre une cours préparatoire et préparer à l'examen final. Pendant ce temps, il travaille dans un bureau à bureaux pour acquérir de l'expérience dans un cours préparatoire avant d'aller à l'université, suivre une cours préparatoire et préparer à l'examen final.

En ce moment, souligne M. King, les adultes et les élèves avons établi des programmes pour les élèves en difficulté. Cette année, nous avons également participé à l'entente de Gé que signifie l'enfante de l'élèves pour les élèves.

Les termes de l'entente se retrouvent dans un contrat signé par les deux consellis scolaires. Ceux-ci se partagent le salaire de M. King en tenant compte de la proportion des consellis. Chaque conseil prend en charge le salaire d'une personne-ressource et partage le salaire d'une personne-ressource secrétaires. Chaque personne-ressource travaille principalement pour le conseil auquel elle est affectée, mais les deux personnes se consultent mutuellement pour assurer le fonctionnement des programmes éducatifs. Le conseil de King, coordonne la politique et les procédures concernant le placement des élèves et assiste à l'élaboration des programmes dans les écoles secondaires.

deux conséquences collatérales d'une fâgion  
diffusées largement pour montrer que nous  
publiscation d'une lettre circulaire que nous  
lettres. Nous avons également commençé la  
des deux directeurs sur nos entêtes de  
consélls du comité de Wellington avec le nom  
est considérée comme émanant des deux  
Présentement, toute notre documentation  
nous avons établi un ensemble de politiques  
fâgion concernante et extrême. Pour ce faire,  
communes.

Les sociétés de réabilitation enseignent les techniques de survie à des personnes qui ont perdu l'usage d'un ou plusieurs membres. Ces personnes peuvent être atteintes par un accident, une maladie ou une blessure. Les techniques enseignées sont destinées à aider ces personnes à retrouver leur indépendance et leur qualité de vie.

"Nous sommes installées dans des locaux munus, et nous pratiquons toutes les

de La même façon

permet de traiter tous les employeurs

M. King a soumis son idée à Doug Long, qui en a été embaillé. Ensemble, ils ont soon surintendant des programmes d'études, rencontra M. Joe Waters, surintendant des programmes supérieurs du conseil des séparées catholiques, et M. Kelly de l'école Bishop Macdonell et ont établi un plan.

Avec L'appui de leurs directeurs de 1<sup>er</sup> éducation ils ont soumis au ministre une proposition de loi pour le comité de meilleurs négociations. Après l'approbation du ministre, les conseils ont ouvert un centre administratif commun chargé de répondre aux besoins des deux conseils en matière d'éducation co-opérative.

avons voulu démontrer à la collectivité que ces conséquences scolaires formulent une équivalence entre crozais et deux conséquences scolaires qui, dans l'état tout à fait réalisable que nous deux conséquentielles, la collectivité ensemble. La collectivité ne cravaille pas être assaillie par diverses écoles ou par deux conséquences scolaires; elle aime bien enfin que une seule personne établisse le



# L'EDUCATION COOPÉRATIVE AU COMTE DE WELLINGTON

Les deux consélls scolaires du comté de Wellington ont concordé un accord unique en matière d'administration et de programmation multilevel pour administrer les programmes d'éducation unique pour coopérative pour les élèves des deux consélls. Ces mesures l'ont rendue possible avec la conjointement sommes une demande au ministère de l'éducation dans le cadre du programme d'éducation coopérative de l'aménagement en janvier 1986, et assorti d'un budget de treize millions de dollars. Cependant, l'émbryon de cet accord entre les conseils a été jeté, il y a cinq ans, au sein de la Guélph Collégiate et Vocational programme d'éducation coopérative en plein succès, et l'école Bishop Macdonell, voisine du Guélph Collégiate et Vocational. Les deux conseils secondaires catholiques de la ville, qui étaient à cette époque la seule institution, ont réalisé cette entente Macdonell), ont formé, un cours d'éducation coopérative extra-scolaire et l'Ontario, un cours d'une composition scolaire et apprennentissage et expérience. Depuis 1969, l'éducation scolaire pour combiner avantagesusement rapides, en effet, de cours expérimentaux on est passé à des programmes dont l'importance n'est pas à négliger : au cours de la présente année scolaire, plus de 30 000 élèves dans presque 100 consélls scolaires se sont inscrits à des cours de ce genre.

Le nouveau centre a un personnel de cinq membres

Nous avons déjà mentionné certains des avantages du Projet Excellence. Les enseignants et les administrateurs ont également souligné les avantages suivants :

- Les problèmes de discipline sont moins fréquents, étant donné que le théâtre des confrontations entre élèves et des enseignants, c'est-à-dire la salle de classe, a disparu.
- Les élèves sont responsables de leur font de travail. Ils ne sont pas obligés de travailler jusqu'à ce qu'ils passent du retard puisqu'ils peuvent ajuster leur rythme de travail.
- Les absences des élèves ne leur font passer en moyenne de 65 pour cent à plus de 90 pour cent.
- Les enseignants, le taux de présence est passé en moyenne de 65 pour cent à plus de 90 pour cent.
- L'année scolaire ou d'attente La succrante adulte qui retourne à l'école sans capabiles de faire plus de crochères récentes, soit rebours soit capabiles de faire plus sensiblement dans les couloirs, l'école est sans la cloche et les déplacements des élèves utiles le permettent de mieux utiliser leurs points forts.
- Il est évident qu'il y a également des inconvénients, et nous en avons mentionné quelques-uns. Le principal, selon M. Mulligan, est la motivation de l'élève, qui ne peut plus recevoir un crédit en réussir, de dire M. Mulligan. L'élève qui réussit deux ou trois ans. Des jumeaux perdent être accappli, laissé-moi vous parler de l'an 1985, il avait terminé les cours de La 12e année qui lui manquaient, et il avait décidé de faire sa 13e année. Entre-temps, au mois de juin, il a obtenu tous ses crédits; il fait maintenant des études universitaires. Avant de faire partie du Projet Excellence, cet élève avait abandonné l'école à l'âge de 16 ans.

Quelle est l'exception ?

ressources (derrrière le **complot**), ainsi que des bureaux permettent de gérer leur activité et de faire face à toute situation.

Les salles de classe ont été modifiées à l'ESCHS pour créer des centres de ressources pour chaque matière. Cela permet aux étudiants de centres de ressources pour les matières d'accéder à des ressources pour les arts et les sciences. Les salles de classe sont également équipées d'écrans interactifs et de projecteurs pour faciliter l'apprentissage.



Selon Le nouveau système, L'élève commence sa journée à 8 h 45 devant L'enseignante présenteant à 8 h 45 devant L'enseignante une unité dans un centre de ressources sur une bibliothèque, subir un examen ou participer à un seminaire animé par un enseignant. Les élèves peuvent parfois assister à une partie de cours donnant droit à deux crédits par annexe.

Chaque élève consulte longuement son itinéraire au moins une fois toutes les deux semaines. Le conseiller sait combien il a obtenu. Si les programmes et les notes sont jugées trop lentes, L'élève touchera un mot aux parents, le conseiller peut en faire une demande de rendre huit cours supplémentaires, on leur délivre une autre chance de réussir.

Bien qu'ils n'y soient pas obligés, on leur offre une autre chance de réussir. Les élèves peuvent prendre huit cours supplémentaires, on leur délivre une autre chance de réussir.

Les élèves peuvent prendre huit cours supplémentaires, on leur délivre une autre chance de réussir.

Le conseiller a également la responsabilité d'établir un programme d'études qui correspond à l'élève comme il l'a fait pour l'élève précédent. Le conseiller a également la responsabilité d'établir un programme d'études qui correspond à l'élève comme il l'a fait pour l'élève précédent.

Le conseiller a également la responsabilité d'établir un programme d'études qui correspond à l'élève comme il l'a fait pour l'élève précédent.

„Tous les ans, nous parlions d'abandonner les cours de musique, d'art, de sciences familiales, d'écriture et bon nombre d'autres, d'expliquer M. Mulligan. En même temps, nous devions garder notre programme comme bien d'autres écoles, nous combinaisons plusieurs cours. Une année, par exemple, nous avions combiné les élèves de neuf classes ensembles pour résoudre ce problème, M. Mulligan a suggéré l'établissement d'un système personnelisé comme celui de l'école secondaire Bishop Carroll, qui avait adopté un tel système en 1970 à titre expérimental. Après plusieurs mois de travail ensemble, nous avons décidé d'adopter le modèle de Bishop Carroll. Entre janvier et septembre 1985, les enseignants de Cochran ont travaillé pendant deux heures pour élaborer les unités d'étude, tandis que le directeur des langues heures pour élaborer les unités d'étude et les collèges ont travaillé ensemble pour élaborer les unités d'étude. Ces dernières sont destinées aux parents et aux élèves le vendredi matin aux heures pour le lancement du projet.

Ce changement a permis à L'ESCHS de gérer de nombreux cours qui auraient été perdus si l'établissement avait été fermé. Les enseignants de Cochran ont travaillé ensemble pour élaborer les unités d'étude, tandis que le directeur des langues heures pour élaborer les unités d'étude et les collèges ont travaillé ensemble pour élaborer les unités d'étude. Ces dernières sont destinées aux parents et aux élèves le vendredi matin aux heures pour le lancement du projet.

SYSTE<sup>M</sup>E

ADOpte un NOUVEAU

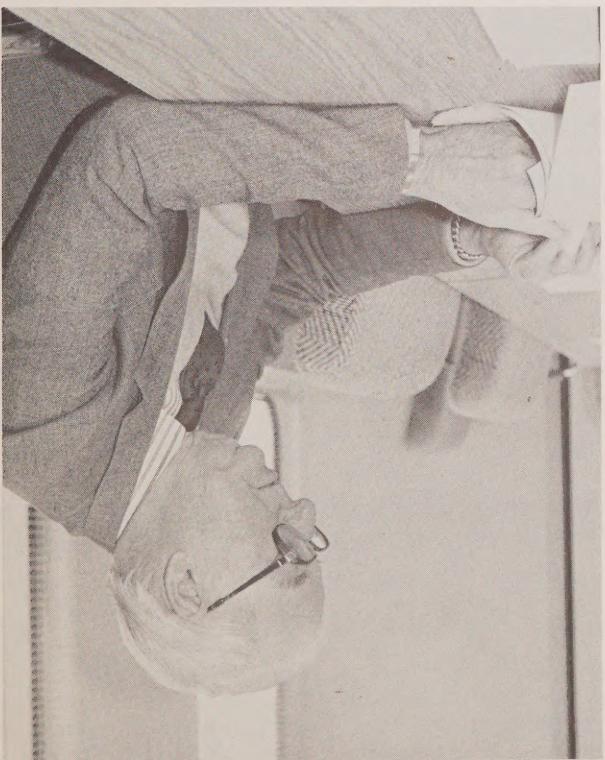
UNE ÉCOLE DE COCHRANE

UNE ÉCOLE DE COCHRANE		ADOpte UN NOUVEAU SYSTÈME	
M. Raymond Michon, directeur du Conséil de l'éducation de Cochrane-Trois-Rivières	accueilli le projet Excellence-Falls, a démontré son intérêt pour les résultats.	Afin de maintenir le programme d'études malgré le nombre décroissant d'élèves qui s'y inscrivent, l'école secondaire Cochrane High School (ESCHS) a remplacé l'ancien système et les cours traditionnels par un système magistral, semi-natifs et d'études personnelles combinant des cours pratiques, des cours traditionnelles par un système et des cours théoriques.	Elle a fait de son directeur, M. Bill Milligan, l'avocat de la nouvelle forme d'organisation scolaire existante déjà depuis un an et demi et, de toute façon, l'ensemble des horaires a été modifié.
M. Raymond Michon, directeur du Conséil de l'éducation de Cochrane-Trois-Rivières	accueilli le programme d'études pour les résultats.	Le système magistral, semi-natif et d'études personnelles existe depuis un an et demi et, de toute façon, l'ensemble des horaires a été modifié.	Les élèves suivent par eux-mêmes, avec système traditionnel.
Le taux d'inscription et les exigences des horaires réduisent les options	"Le défi que présente ce genre d'école devrait être de développer le sens des responsabilités chez les élèves, déclaré M. Michon. Les enseignants et les administrateurs doivent y consacrer ensemble tous leurs efforts. Nous avons un personnel enseignant, un adjoint d'enseignement et des élèves sont très intéressés par les ressources."	Les enseignants et les administrateurs doivent y consacrer ensemble tous leurs efforts. Nous avons un personnel enseignant, un adjoint d'enseignement et des élèves sont très intéressés par les ressources.	Les enseignants et les administrateurs doivent y consacrer ensemble tous leurs efforts. Nous avons un personnel enseignant, un adjoint d'enseignement et des élèves sont très intéressés par les ressources.
Le taux d'inscription et les exigences des horaires réduisent les options	"Le défi que présente ce genre d'école devrait être de développer le sens des responsabilités chez les élèves, déclaré M. Michon. Les enseignants et les administrateurs doivent y consacrer ensemble tous leurs efforts. Nous avons un personnel enseignant, un adjoint d'enseignement et des élèves sont très intéressés par les ressources."	Les enseignants et les administrateurs doivent y consacrer ensemble tous leurs efforts. Nous avons un personnel enseignant, un adjoint d'enseignement et des élèves sont très intéressés par les ressources.	Les enseignants et les administrateurs doivent y consacrer ensemble tous leurs efforts. Nous avons un personnel enseignant, un adjoint d'enseignement et des élèves sont très intéressés par les ressources.

extra-muros, pour lesquels il faut mettre sur pied deux équipes distinctes, une pour chaque école, un prévoit que cela créera certaines difficultés du point de vue des installations sportives. "Toutefois installements sportifs pour les installations servent toujours utiles pour les installations sportives. "Toutefois certains programmes au programme, laisseant très peu de temps pour l'entraînement", explique M. Kit Dinning. Les deux écoles se sont penchées sur ce problème et essaient toutes sortes de trouver des solutions. Après avoir subi un examen difficile et y avoir réussi haut la main, on peut pas abandonner sans avoir trouvé une réponse à toutes les questions. C'est ce genre de dévouement qu'il caractérise les meilleures énnettes. Lorsque les questions d'espace, l'esprit de leadership, la planification et la coordination sont toutes les chances de réussir.

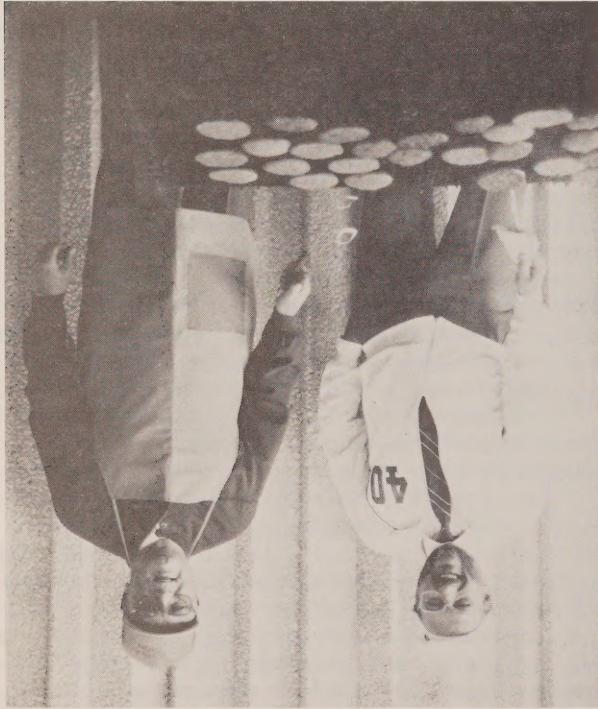


COMMUNISTE DE FRANCE



# COMMISSION DE PLACEMENT PUBLIQUE PAR LA ET DE MISE EN OEUVRE

Les directeurs M. Jim Shea et M. Dave Harvey



Vol. 3, No. 3

R. A. L. Thomas, Directeur général

The logo for the province of Ontario, featuring a stylized three-leaf maple leaf inside a circle.

Mars 1987

- Partage : Ecole secondaire Sir-John-A.-Macdonald et Ecole secondaire St-Raymond
- Une école de Cochrane adopte un nouveau système
- L'éducation coopérative au comté de Wellington

### Dans ce numéro :

# LA RÉUSSITE REPOSE SUR LA COOPÉRATION